**Diana Hrib**

**Novel Lesson Plan – 7th grade**

**Novel: “Mockingbird” by Kathryn Erskine, First Person Novel**

**Grade Levels of novel: 5 and up**

**Standards**

1. Determine the meanings of words and phrases as they are used in a text.
2. Determine the central idea of a text and analyze its development over the course of the text; provide a summary of the text.
3. Cite several pieces of textual evidence to support analysis of what the text says.
4. Analyze how particular elements of a story or drama interact.
5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
6. Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues.

**Goals**

1. Class will use literature circles as well as whole group and individual work to read this novel.
2. Class will practice the following skills: make predictions, summarize, analyze characters, conflict/resolution, cause/effect, sequence events, make text to self and text to world connections, vocabulary skills. This will be done through individual assignments in literature circles, small group work with the teacher, individual, and whole group work.
3. Students will have the following roles in literature circles which will change periodically as they get through the divided sections of the book: team leader, summarizer, story mapper, illustrator, connector, vocabulary keeper.

**Procedures**

1. Pre-Reading: make predictions on what novel will be about based on pictures, front cover, author’s dedication, title, back cover summary. Make entry in novel logs.
2. Computer Research Project: Take a “Scavenger Hunt” on the computer by answering teacher made handout directing to various websites and looking up requested information on Asperger’s Syndrome so students can better understand the main character. Reflection in novel logs: 5 minute writing on what you learned, putting yourself in their shoes. Then discussion and share session in small and/or whole groups for 5 minutes.
3. The book will be divided up into 5 sections as follows: ch.1-8, ch. 9-16, ch. 17-24, ch. 25-32, ch. 33 – to end. Groups will be assigned and roles will change as students get to new sections.
4. Teacher will read with small groups as needed. The reading will be differentiated as needed per groups. Teacher will also meet with groups to see and help with progress and go over work. Students will meet as groups to share and go over the results of their assignments as well as answer a discussion question in novel logs, to be shared also.
5. Mini lessons will be done as a whole group to go over and practice needed skills and concepts.
6. As a culminating writing assignment students will pick 2 of the 4 entries to answer in their novel logs: Explain whether or not you think Caitlyn found closure; use details from the text to support your writing. Compare/Contrast 2 significant characters, one of them Caitlyn and use details from the text. Write a reflection on the conclusion of the novel. Write a short summary of the story as told through the eyes of Caitlyn’s father.
7. Final group project: Create a poster/book review on the novel.